**Theme**: **Rainforest**

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| **Monday Math Monday March 4** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. * Play rainforest music to set the “tone” of the lesson! * Read poem and discuss the main idea. Read the poem about the rainforest. Discuss why the author wrote this poem. What can we learn from the poem? Use a lotus to list facts that are learned. Continue into Reader’s Workshop Rl1.2 |
| **8:50-9:30 Reader’s Workshop RL1.1**  Show several non-fiction books to children. Give them time to look through the books and notice characteristics of the books. Read a non-fiction book about the rainforest. Discuss why we would read this book. What would we learn? Why did the author write the book? Make a list of features of non-fictions books on an anchor chart.  **Meet with group 1.**  Discuss if children read a non-fiction book/fiction book. How do you know what kind of book you read? |
| **9:30-9:45 Social Studies/Tool Time 1.H1.1,1.G.2.1, 1.G2.2, 2.3, 1.G1.1,1.2**  Use a KWL chart(on a tree chart) to record the children’s schema of the rainforest. Record what they want to know about the rainforest. AS the unit continues add what we have learned about the rainforest. Watch Brainpopjr.com: Rainforest. After watching the video use a fishbone (on a monkey shape) to record facts that were learned. The bones on the fishbone are: Land, Animals, Plants, People. The tail of the bone is: Changes that the Rainforest are seeing. |
| **9:45-10:00 Word Study RF1.2**  Review the long vowel sound of long a and ways that the vowel can be spelled. Give word cards to the children. Have them read their word and notice how long a is spelled in their word. Play “Tag Me” by tagging a friend that has a word that long a is spelled the same way. |
| **10:00-11:00 Literacy Centers/Guided Reading**  **Station A:** Make a rainstick suing foil balls, rice, and a cardboard tube. After students have made their own rainstick, they will write directions (how to) on the correct sequence to be used to make a rainstick. Sequence words and adjective should be used. Students will write a “70 cents sentence. W1.7  **Station B:** Smelling Station: We will have cups of foods such as coconut, kiwi, chocolate, pineapple, and coffee. Students will be blindfolded and we will hold the cups of each item to smell each food from the rainforest. After each cup, they should write down what what they think the mystery food is. Then we will show them the food. Students will then write a description of each food… how it smells and how it tastes and feels. They will use adjectives in their descriptions. W1.3  **Station C:** Each student will get a picture of a rainforest animal. The picture will be used to write a riddle. Reinforce to use a vivid description of the animal by telling what it looks like, how it moves, and where it may live in the rainforest. W1.5  **Station D:** Each student will select 2 rainforest animals. They will use a Venn diagram to compare the 2 animals. Include where they live, how they look, and how they move.  **Word Work:** Look at rainforest sentences and select the correct verb that is needed to complete the sentence. Ex: The cheetahs \_\_\_\_\_\_\_ quickly in the rainforest. (**run** or runs)  **Pocket chart:** Look at rainforest sentences. Reread the sentences with correct capital letters and punctuation. L1.2  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **11:00-11:35 Writer’s Workshop**  Introduce 2 new word families. Discuss the vowel sounds that are used in each of the chunks. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:50-1:50 Math 6.13 1.G.2** |
| Here’s the Score 2  Decade cards 2  Count Backward!  Number comparisons  Combine 2 triangles:  Page 229 – Triangle grid  Point out that sometimes you can combine 2 shapes to make a new shape. Ask students to use the top two rows of the grid. In these rows, they should make a new shape by outlining two triangles that share a side. (Paralellograms – both horizontal and vertical) Invite students to turn their page around to see that both shapes are the same just turned different ways.  How is a parallelogram different from a rectangle?  The corners of a rectangle are like the corners of a square, but the corners of a parallelogram are not.  **Combine 3 triangles:**  Have students combine 3 triangles on their grid to make a new shape.  When students share, point out that all the shapes are the same, just turned different ways.  Introduce the term trapezoid and have them repeat it and describe it.  **Combine 4 triangles:**  Same as above, but this time the shape will be a large equilateral triangle or a large parallelogram.  **Combine 6 triangles:**  Have children draw a dot at one of the corner points of the triangle. Demonstrate how to outline two triangles that have a corner on that dot. Then ask children to outline as many triangles as they can that share the same corner dot. When they have outlined all 6 triangles, have them erase the lines inside the new shape.  Introduce the term hexagon, it has 6 sides and six corners.  Direct students to color the shapes they made:  Parallelograms = red  Trapezoids = blue  Hexagons = green  Ask students to draw them on the board  Page 230: Have students sort the shapes by drawing in the two circles the shapes that have corners and shapes with no corners. Invite students to explain why they put the shape where they did.  **Math Centers**  **Number work:** Students will take numbers from 2 decks of cards and add 2 digit numbers together. 1.OA.8  **Measurement:** Students will practice their measurement skills measuring various fish and answer questions on recording sheet, One Fish Two Fish.  **Math Games:** Students will use tiles with appropriate numbers to fill in number 1 less, 1 more, 10 less, 10 more.  **Geometry:** Students will use pattern blocks to complete picture of Dr. Seuss hat and complete line plot graph on shapes used. 1.G.1, 1.G.2  **Thinking About Math:** Students will sort equations whether they are true or false. They will then record their equations and then write their own true and false equations. 1.OA.6  **Write About Math:** Students will choose 3 journal prompts, glue on paper, and then show work to answer question on prompt.  **Computer:** Students will visit [www.tenmarks.com](http://www.tenmarks.com) to review various math skills.  **Smartboard:** |
| **1:55-2:40** **Specials** |
| **2:40- 2:50** **Class Meeting/Plus/Delta** |

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| **Tuesday Shop for books March 5** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. RF1.2, RF1.3 * Read the poem and find the sight words or words that have chunks. RF1.3 RF1.2 * Review the word families of the week. Review what sounds your mouth makes when you see the named chunk. Review the long a word chunk and the sound it makes. **RF1.2 RF1.3 L1.1c** |
| **8:50-9:40 Reader’s Workshop RL1.1**  Review non-fiction texts and the characteristics of these books. Introduce a book about the layers of the rainforest. Predict fiction/non-fiction. What do you think the book is going to teach us? “When readers read non-fiction books, they make predictions about the book and what we will learn. We also use what we already know to begin understanding the text.” How do parts of non-fiction books help us understand better? Read part of the rainforest layer book to learn about the layers. Record information on the KWL chart.  Meet with Group 1.  Have other students share if their book was fiction/non-fiction. How are they different? What did non-fiction book teach you? |
| **9:40-10:40 Literacy Stations/Guided Reading**  **Station A:** Make a rainstick suing foil balls, rice, and a cardboard tube. After students have made their own rainstick, they will write directions (how to) on the correct sequence to be used to make a rainstick. Sequence words and adjective should be used. Students will write a “70 cents sentence. W1.7  **Station B:** Smelling Station: We will have cups of foods such as coconut, kiwi, chocolate, pineapple, and coffee. Students will be blindfolded and we will hold the cups of each item to smell each food from the rainforest. After each cup, they should write down what what they think the mystery food is. Then we will show them the food. Students will then write a description of each food… how it smells and how it tastes and feels. They will use adjectives in their descriptions. W1.3  **Station C:** Each student will get a picture of a rainforest animal. The picture will be used to write a riddle. Reinforce to use a vivid description of the animal by telling what it looks like, how it moves, and where it may live in the rainforest. W1.5  **Station D:** Each student will select 2 rainforest animals. They will use a Venn diagram to compare the 2 animals. Include where they live, how they look, and how they move.  **Word Work:** Look at rainforest sentences and select the correct verb that is needed to complete the sentence. Ex: The cheetahs \_\_\_\_\_\_\_ quickly in the rainforest. (**run** or runs)  **Pocket chart:** Look at rainforest sentences. Reread the sentences with correct capital letters and punctuation. L1.2  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:40-11:20 Writer’s Workshop W1.3**  Reinforce writing narratives. Review the characteristics of narrative writing. Discuss how sequence words are used in order to tell a story. Model writing a story about a rainforest animal living in the rainforest. Tell the adventures of that animal. Use time words. Include a good beginning, middle, and end. Use a descriptive beginning and setting while describing what the animal did. Be sure to include a good solid ending. Pretend to just write “The end” as the ending. Have children tell what is wrong with the ending. |
| **11:20-11:35 Social Studies/Tool Time**  Review the books that were shared during Reader’s workshop and what they informed us. They taught us about the layers of the rainforest. Teach the children the “Rainforest Layer” song. Record in a lotus what we learned about each layer in the song. |
| **11:30-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-1:45 Math 6.14**  On the board draw different parallelograms, trapezoids, and hexagons.  Do you remember the name of this shape?  Can you describe it?  How is it different from a rectangle?  Now draw several trapezoids on the board.  Do you remember the name of this shape?  Can you describe it?  How is it different from other 4-sided shapes, such as rectangles and parallelograms.  Finally, draw several hexagons on the board.  How does a hexagon differ from a pentagon?  Introduce Congruence:  Hold up two identical sheets of paper and ask:  Are these two papers the same shape? YES  Are these two papers the same size? YES  Tell children that there is a special word used to describe shapes that are the same shape and size.  The shapes are CONGRUENT. On the board draw two squares that are congruent. Discuss why they are congruent. Then draw two squares that are not congruent.  These are both the same shape. Are they congruent? NO  Why not? They are not the same size.  Repeat congruent and non-congruent shapes. Have students explain why they are/are not congruent.  Page 231 – Find congruent shapes. Cut out shapes and sort into groups that are congruent. When everyone is finished have students hold up pairs of congruent shapes.  Introducing Solid Shapes:  Introduce the sphere – let students know the name, then ask them to describe it in their own words.  Intro the rectangular prism – Repeat, then ask how many flat rectangles are on the box.  Intro the cube – Repeat, how is a cube different from a rectangular prism? How many flat squares are on a cube?  Intro the cylinder – How many flat circles does this shape have? How is it different from a sphere?  Intro the cone – How is a cone different from a cylinder?    Student page 233 – match realia shapes to other solid 3-d shapes.  Play I SPY with 3-D shapes and items in the classroom.  **Math Centers**  **Number work:** Students will take numbers from 2 decks of cards and add 2 digit numbers together. 1.OA.8  **Measurement:** Students will practice their measurement skills measuring various fish and answer questions on recording sheet, One Fish Two Fish.  **Math Games:** Students will use tiles with appropriate numbers to fill in number 1 less, 1 more, 10 less, 10 more.  **Geometry:** Students will use pattern blocks to complete picture of Dr. Seuss hat and complete line plot graph on shapes used. 1.G.1, 1.G.2  **Thinking About Math:** Students will sort equations whether they are true or false. They will then record their equations and then write their own true and false equations. 1.OA.6  **Write About Math:** Students will choose 3 journal prompts, glue on paper, and then show work to answer question on prompt.  **Computer:** Students will visit [www.tenmarks.com](http://www.tenmarks.com) to review various math skills.  **Smartboard:** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Wednesday Write sight words March 6** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. * Read the poem. Read for fluency. Find rhyming words. Look at the part of the word that makes them rhyming words. * Review the word families of the week. Review what sounds your mouth makes when you see the named chunk. Build words with the word chunks. **RF1.2 RF1.3 L1.1c** |
| **8:45-9:30 Reader’s Workshop RL1.5**  Non-fiction books have a Table of Contents. Discuss the importance of the Table of Contents. Look at a table of contents about the rainforest. What can we predict that we will learn in each chapter.  Meet with group 1.  Have children share about their books. Are they fiction/non-fiction? |
| **9:35-10:35 Literacy Centers/Guided Reading**  **Station A:** Make a rainstick suing foil balls, rice, and a cardboard tube. After students have made their own rainstick, they will write directions (how to) on the correct sequence to be used to make a rainstick. Sequence words and adjective should be used. Students will write a “70 cents sentence. W1.7  **Station B:** Smelling Station: We will have cups of foods such as coconut, kiwi, chocolate, pineapple, and coffee. Students will be blindfolded and we will hold the cups of each item to smell each food from the rainforest. After each cup, they should write down what what they think the mystery food is. Then we will show them the food. Students will then write a description of each food… how it smells and how it tastes and feels. They will use adjectives in their descriptions. W1.3  **Station C:** Each student will get a picture of a rainforest animal. The picture will be used to write a riddle. Reinforce to use a vivid description of the animal by telling what it looks like, how it moves, and where it may live in the rainforest. W1.5  **Station D:** Each student will select 2 rainforest animals. They will use a Venn diagram to compare the 2 animals. Include where they live, how they look, and how they move.  **Word Work:** Look at rainforest sentences and select the correct verb that is needed to complete the sentence. Ex: The cheetahs \_\_\_\_\_\_\_ quickly in the rainforest. (**run** or runs)  **Pocket chart:** Look at rainforest sentences. Reread the sentences with correct capital letters and punctuation. L1.2  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:35-11:35 Writer’s Workshop W1.3**  Reinforce writing narratives. Review the characteristics of narrative writing. Discuss how sequence words are used in order to tell a story. Model writing a story about a rainforest animal living in the rainforest. Tell the adventures of that animal. Use time words. Include a good beginning, middle, and end. Use a descriptive beginning and setting while describing what the animal did. Be sure to include a good solid ending. Pretend to just write A poor beginning and a poor ending. Have children edit my story to add a descriptive beginning and good ending. |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read aloud from chapter book** |
| **12:40-1:45 Math 6.15**  Decade Cards 2  Here’s the score 2  Count Backward!  Number Comparisons  I Spy – 3-D shapes  Sort solid shapes:  Ask students which shapes follow each rule:  Solid shapes with 6 faces: rectangular prism, cube  Solid shapes with curved parts: cylinder, cone, and sphere  Solid shapes with 8 corners: Rectangular prism and cube  Solid shapes with no corners: sphere and cylinder  Page 235 – students circle which shapes match the rule, then create their own rule at the bottom.  Tell the children you can also sort shapes according to whether they stack, roll, or slide. Demonstrate how you can stack two cylinders, roll a cone, and slide a cube.  Combine and take apart solid shapes:  Model an icecream cone by placing a sphere on top of a cone. Ask children to identify the two solid shapes.  Continue combining shapes and asking children to name the shapes that make each new figure. Then hold up a cube. Ask children to predict what shape is made if two cubes are put together.  What is the name of this shape? Cube  If I put the cubes together, what shape will I make? Rectangular prism.  Hold up a row of connector cubes. Ask children to predict how many cues they would need to build this figure. Have students build the figure at their desk. Have children share their predictions and the actual number. Repeat with different number of cubes.  Take apart solids:  Build a 6 long train of cubes.  Show them a rectangular prism made of 2 cubes.  Ask them to predict how many of the 2-Cube rectangular prisms they can make from the larger figure. After they make their predictions, take the figure apart by removing 2-cube rect. Prisms one at a time. Count the prisms as a class. Invite children to compare their predications to the actual number.  Page 237  Build and draw solids –  Allow students to use cubes for page 237. Make sure they predict first, then build.  Challenge students to build their own shape out of cubes and try to draw it on their paper.  **Math Centers**  **Number work:** Students will take numbers from 2 decks of cards and add 2 digit numbers together. 1.OA.8  **Measurement:** Students will practice their measurement skills measuring various fish and answer questions on recording sheet, One Fish Two Fish.  **Math Games:** Students will use tiles with appropriate numbers to fill in number 1 less, 1 more, 10 less, 10 more.  **Geometry:** Students will use pattern blocks to complete picture of Dr. Seuss hat and complete line plot graph on shapes used. 1.G.1, 1.G.2  **Thinking About Math:** Students will sort equations whether they are true or false. They will then record their equations and then write their own true and false equations. 1.OA.6  **Write About Math:** Students will choose 3 journal prompts, glue on paper, and then show work to answer question on prompt.  **Computer:** Students will visit [www.tenmarks.com](http://www.tenmarks.com) to review various math skills.  **Smartboard:** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Thursday Illustrate poem March 7** |
| **8:25-8:40 Morning Meeting**   * Review LEAD, Mission, Ground Rules, Schedule, Goals, Calendar * Have student leader choose a NC vocabulary word from “Mrs. Big Mouth.” Lead students in a cheer for the word (baseball style, marshmallow hands, cheerleader, etc.). Ask student leader to dictate a statement, an exclamation and a question using that word and write them on the board. As a class, read the sentences as the student leader points to the words. * Read the poem and find specific words with endings…. L1.4c * Review the word families of the week. Review the long a spelling –ay. Also review other ways that long a can be spelled. Have words with long a written on cards. Then have each child tape a card on his/her back. Play “Kick Me.” In this game, have children walk around and record on a dry erase board what is written o their friend’s back and how the long a is spelled. Write the words in the correct category. |
| **8:45-9:40 Reader’s Workshop RL1.9, RL1.5 bold words, glossary, index**  Non-fiction books have features that help us learn about words. Notice the bold words and the glossary. Why do you think the words are written in bold print? How does the glossary help us? How does the index help us?  Meet with group 1.  Share features that children used in non-fiction books |
| **9:40-10:40 Literacy Centers/Guided Reading**  **Station A:** Make a rainstick suing foil balls, rice, and a cardboard tube. After students have made their own rainstick, they will write directions (how to) on the correct sequence to be used to make a rainstick. Sequence words and adjective should be used. Students will write a “70 cents sentence. W1.7  **Station B:** Smelling Station: We will have cups of foods such as coconut, kiwi, chocolate, pineapple, and coffee. Students will be blindfolded and we will hold the cups of each item to smell each food from the rainforest. After each cup, they should write down what what they think the mystery food is. Then we will show them the food. Students will then write a description of each food… how it smells and how it tastes and feels. They will use adjectives in their descriptions. W1.3  **Station C:** Each student will get a picture of a rainforest animal. The picture will be used to write a riddle. Reinforce to use a vivid description of the animal by telling what it looks like, how it moves, and where it may live in the rainforest. W1.5  **Station D:** Each student will select 2 rainforest animals. They will use a Venn diagram to compare the 2 animals. Include where they live, how they look, and how they move.  **Word Work:** Look at rainforest sentences and select the correct verb that is needed to complete the sentence. Ex: The cheetahs \_\_\_\_\_\_\_ quickly in the rainforest. (**run** or runs)  **Pocket chart:** Look at rainforest sentences. Reread the sentences with correct capital letters and punctuation. L1.2  **Computer:** Spelling City.com  **Smartboard:** Seusville  **Vocabulary:** Build words with the silent e |
| **10:40-11:20 Writer’s Workshop/Social studies/Tool Time W1.3**  Reinforce writing narratives. Review the characteristics of narrative writing. Discuss how sequence words are used in order to tell a story. Model writing a story about a rainforest animal living in the rainforest. Tell the adventures of that animal. Use time words. Include a good beginning, middle, and end. Use a descriptive beginning and setting while describing what the animal did. Be sure to include a good solid ending. Pretend to just write A poor beginning and a poor ending. Have children edit my story to add a descriptive beginning and good ending. |
| **11:20-11:35 Social Studies**  Review the layers of the rainforest and the importance for all of the layers. |
| 11:35-12:00 Lunch |
| 12:05-12:35 Recess |
| 12:40-12:50 Read aloud from chapter book |
| **12:40-1:45 Math 6.12 Comaprison and Rotation of Shapes**  Math Centers  **Number work:** Students will take numbers from 2 decks of cards and add 2 digit numbers together. 1.OA.8  **Measurement:** Students will practice their measurement skills measuring various fish and answer questions on recording sheet, One Fish Two Fish.  **Math Games:** Students will use tiles with appropriate numbers to fill in number 1 less, 1 more, 10 less, 10 more.  **Geometry:** Students will use pattern blocks to complete picture of Dr. Seuss hat and complete line plot graph on shapes used. 1.G.1, 1.G.2  **Thinking About Math:** Students will sort equations whether they are true or false. They will then record their equations and then write their own true and false equations. 1.OA.6  **Write About Math:** Students will choose 3 journal prompts, glue on paper, and then show work to answer question on prompt.  **Computer:** Students will visit [www.tenmarks.com](http://www.tenmarks.com) to review various math skills.  **Smartboard:** |
| **1:40-1:50 Snack and pack** |
| **1:55-2:40 Specials** |
| **2:50 Class Meeting** |

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| **Friday Freaky Sentences- Edit Mar. 8** |
| **8:25-9:00 Morning Meeting**  **Read Across America** |
| **9:00-9:40 Reader’s Workshop**  Review features of non-fiction books that we have been learned about so far. Non-fiction books have captions. How do captions help us? Use a non-fiction book about the rainforest. Read the caption and discuss how the caption helped us. What would we have not learned if we hadn’t read the caption?  Meet with Group 1.  Share captions that children may have read. |
| **9:40-10:40 Literacy centers/Guided Reading/Free Choice Centers and complete work**  **Station A:** Make a rainstick suing foil balls, rice, and a cardboard tube. After students have made their own rainstick, they will write directions (how to) on the correct sequence to be used to make a rainstick. Sequence words and adjective should be used. Students will write a “70 cents sentence. W1.7  **Station B:** Smelling Station: We will have cups of foods such as coconut, kiwi, chocolate, pineapple, and coffee. Students will be blindfolded and we will hold the cups of each item to smell each food from the rainforest. After each cup, they should write down what what they think the mystery food is. Then we will show them the food. Students will then write a description of each food… how it smells and how it tastes and feels. They will use adjectives in their descriptions. W1.3  **Station C:** Each student will get a picture of a rainforest animal. The picture will be used to write a riddle. Reinforce to use a vivid description of the animal by telling what it looks like, how it moves, and where it may live in the rainforest. W1.5  **Station D:** Each student will select 2 rainforest animals. They will use a Venn diagram to compare the 2 animals. Include where they live, how they look, and how they move.  **Word Work:** Look at rainforest sentences and select the correct verb that is needed to complete the sentence. Ex: The cheetahs \_\_\_\_\_\_\_ quickly in the rainforest. (**run** or runs)  **Pocket chart:** Look at rainforest sentences. Reread the sentences with correct capital letters and punctuation. L1.2  **Computer:** Spelling City.com  **Smartboard:** Rainforest layers |
| **10:40-11:20 Writer’s Workshop/Social Studies/Tool Time**  Reinforce writing narratives. Review the characteristics of narrative writing. Discuss how sequence words are used in order to tell a story. Model writing a story about a rainforest animal living in the rainforest. Tell the adventures of that animal. Use time words. Include a good beginning, middle, and end. Use a descriptive beginning and setting while describing what the animal did. Be sure to include a good solid ending. Pretend to just write A poor beginning and a poor ending. Have children edit my story to add a descriptive beginning and good ending. |
| **11:20-11:35 Science Introduce Pebbles, Sand, and Silt Unit** |
| **11:35-12:00 Lunch** |
| **12:05-12:35 Recess** |
| **12:40-12:50 Read Aloud from Chapter Book** |
| **12:50-1:05 Pack up to prepare for home** |
| **12:45-1:45 Math**  **Addition Timed test and graph into data notebooks.**  Math Centers  **Number work:** Students will take numbers from 2 decks of cards and add 2 digit numbers together. 1.OA.8  **Measurement:** Students will practice their measurement skills measuring various fish and answer questions on recording sheet, One Fish Two Fish.  **Math Games:** Students will use tiles with appropriate numbers to fill in number 1 less, 1 more, 10 less, 10 more.  **Geometry:** Students will use pattern blocks to complete picture of Dr. Seuss hat and complete line plot graph on shapes used. 1.G.1, 1.G.2  **Thinking About Math:** Students will sort equations whether they are true or false. They will then record their equations and then write their own true and false equations. 1.OA.6  **Write About Math:** Students will choose 3 journal prompts, glue on paper, and then show work to answer question on prompt.  **Computer:** Students will visit [www.tenmarks.com](http://www.tenmarks.com) to review various math skills.  **Smartboard:** |
| **1:55-2:40 Specials** |